

Recommendations

 **August 2018**

We obtained Staff buy-in before training for the application.
Do we have to continue getting staff buy-in during or after training?

## yes, it is highly recommended you continue to flow information to your staff and have opportunities to get feedback from them.

## While it may not be a formal vote or survey, examples of measuring staff buy-in include

## A. 90% of staff can recite rules, teach expectations, handout out “gotchas”, and distinguish between classroom and office-managed behaviorsB. Faculty are aware of problem behvarios via data sharing, involved in esablishing and reviewing goals, provide feedback throughout the year

##

**Here are a few recommendations to support Staff buy-in:**

1. **COMMUNICATION:** Plan multiple opportunities throughout the year to update staff.
	1. Develop newsletters, website updates, school board presentations and staff meeting announcements.
	2. Develop an on-going plan for how to kick-off and wrap-up a school year, how to on-board new staff or students, and highlight the work of the PBIS team.
2. **STAFF INVOLVEMENT:** Identify ways for staff to be involved in the work either with thoughts and ideas or participation.
	1. Solicit staff opinions when developing forms or lessons.
	2. Use a survey such as the SAS to get a comprehensive assessment of the perspectives of building staff.
	3. Offer volunteer positions on workgroups for staff to contribute to the work.
3. **STAFF ACKNOWLEDGEMENT:** 5:1 feedback ratio applies to adults as well as students.

	1. Recognize one another formally and informally for the efforts being made to create a positive environment for students.
	2. Staff and students could hand-out “gotchas” to staff that have helped them.
	3. Could increase observation of staff using that strategy and recognize that publicly or privately.
	4. Use social media to celebrate the great work of your staff.
4. **PROGRESS REPORTING:** Team use of data is the number one indicator of PBIS sustainability\*.
	1. Regularly share effort, fidelity and outcome data
	2. Report out trend data from ODRs at staff meetings and tie that to precision problem-solving statements.
	3. Share SAS or TFI results each year with all staff to model how the team is using data for decision-making.

\* McIntosh, K., Mercer, S. H., Hume, A. E., Frank, J. L., Turri, M. G., & Mathews, S. (2013). Factors related to sustained implementation of School-wide Positive Behavior Support. *Exceptional Children*, 79, 293-311.

To help inform our work it would be helpful to know which strategies you tried and how they worked for you. Please click the link below for a short survey:

[sgiz.mobi/s3/PBISRecommendations](http://sgiz.mobi/s3/PBISRecommendations)